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ABSTRACT

This paper reports on a survey that examined writing pedagogy and assessment across the State University of New York (SUNY) system. The survey attempted to identify "best practices" in writing pedagogy, the extent to which these practices are being implemented, characteristics of campuses implementing these practices, and whether instruction by full-time professors is more likely to include these practices. Respondents included 3 university centers, 12 colleges, and 18 community colleges. Major findings indicated that half of the respondents have assessment under the English Department's control and half have all-campus assessment; half of composition is taught by part-time staff or teaching assistants; three-fourths of campuses have class sizes limited to 25 or less, 87 percent have a writing center; 97 percent provide writing tutors; 69 percent use writing samples to place students in composition classes; 64 percent use holistic scoring; only 18 percent use portfolio assessment for composition program evaluation; and only 12 percent require two semesters of freshman composition and two semesters of writing across the curriculum. Appendices include a map showing SUNY campus locations, detailed data on survey responses by question, cross-tabular analysis of the assessment questionnaire, and a list of respondents. (DB)

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ED 428 641

A Decade Past Wyoming...

WRITING PEDAGOGY AND ASSESSMENT IN THE SUNY SYSTEM
A REPORT TO THE SUNY COUNCIL ON WRITING
APRIL, 1998

by
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ACKNOWLEDGEMENTS

Without the assistance and support of my husband, Chuck Leist, a graduate student at SUNY Buffalo, this report would have never come into existence in this form. The writing of it as well as the processing and the statistical treatment of the data has been a learning experience for both of us and a true test of our relationship. He deserves all my love and lots of gratitude for what he has done during this process. He has both.

Also, as always, my thanks to Pat Belanoff, President of the SUNY Council on Writing, for encouragement and support. Norman Gayford, Executive Secretary of the Council has supported this effort also, particularly by making copies for the members

SUMMARY COMMENTARY
On
A REPORT ON WRITING PEDAGOGY AND ASSESSMENT

Susan Mondschein Leist

The survey contains 27 items designed to collect information about the state of writing instruction in the SUNY system. It was constructed in four sections.

- First was a section on **assessment and teaching procedures**. Four questions dealt with who assesses writing on the specific campus and how those assessments are used. Then the next questions dealt with who teaches writing and how part-time faculty and TA's are paid to teach it. (Questions 1-6)

  Data in this section reveals that among the campuses who responded a third have assessment under the control of the English department, another third have all-campus assessment, and the rest did not answer. Two-thirds have the responsibility for assessment in the English department, but half have results delivered to the academic community by the administration. Half use assessment results both to influence and improve teaching and learning and to enhance institutional effectiveness. As to who teaches writing, in colleges and community colleges, half of composition is taught by part-time staff. In universities, most of it is taught by TA's. Under a third of all people who teach composition have composition credentials. Around 45% have some training, on-site or otherwise, in composition pedagogy. Around half of the responding campuses pay their part-timers between $1200 and $2000 per course. Sometimes TA's make more than part-timers.

- Next was one question with 27 parts stated as **conditions present on the campus**. This covered diverse elements such as whether grammar is taught, whether writing centers and a WAC program exist, whether exit exams are used, and whether portfolio assessment is in place. (Question 7)

  Data in this section reveal that three-fourths of the campuses have class sizes limited to 25 or less. On 91% of campuses, composition is required for graduation, but data from a later section show that some campuses require only one semester (15%) and only 12% require two composition courses and two WAC courses. Three-fourths have the writing program within the English department. More, 87%, have a writing center, but only half have that center within the English department. Most have developmental composition, and half don't count it toward graduation. Half teach no grammar in any composition classroom; another quarter teach grammar 20% of the time. A little over a fourth have exit exams for all composition courses; 30% have exit exams only for developmental courses. (Many did not answer this item).
  In the great majority (81%), goals and objectives are agreed on by only the composition faculty. Over a third of campuses are involved in goal assessment procedures.

  On 97% of campuses, writing tutors are available; on 87% there is a word processing lab available for class sessions. Only a fourth use portfolio assessment for composition. Half the campuses have WAC programs of some kind, but only 21% make any attempt to assess them.

- Next was the section on **assessment**. (Questions 8-21)

  Only a few campuses use writing assessment in the admission process or in granting equivalency for composition. Sixty-nine percent (69%) use writing samples to place students in the composition program. The others use either tests or a combination of test scores and writing samples. Thirty-nine percent (39%) measure all entering students; 33% measure only freshmen, (9%) measure only selected groups like those who do not make the cut-off score on ACT or SAT.

  As to scoring approaches, the majority (64%) use holistic scoring. On a quarter of campuses, there is no exemption from composition. Sixty-nine percent (69%) accept transfer courses and 54% grant equivalency from outside test scores-ACT, SAT, CLEP, AP. The data is about equally divided on who evaluates exits from composition-half use committees and half use all composition faculty.

  A quarter of the respondents use writing assessments for program evaluation and fewer use them for curriculum revision.. Sixty-three percent said that there is congruence between assessment and program goals, but only half have specific program goals. Only 12% are using portfolios as a pre- or post-measure.

- Questions on **portfolio assessment particularly** came next. (Questions 22-23)

  Still at this time, woefully few campuses are using portfolio assessment. Eighteen percent (18%) use it for composition program evaluation. Twelve percent (12%) use it to exempt from composition. A quarter use it for field-specific proficiency for graduation and only 3% use it for WAC program evaluation. Interestingly enough, 90% report that they have field-specified writing requirements. Thirty-six percent (36%) reported the nature of their portfolio requirements, though this is not tied to what those portfolios are used for.

- Next were questions on **the nature of writing requirements on campuses**. (Question 24-25)

  Forty-five percent (45%) require 2 semesters of freshman composition; 15% only require one.
  Eighteen percent (18%) require 1 semester of freshman comp and 1 semester of WAC.
  Only 12% require two semesters of freshman composition and two semesters of WAC.
  All the respondents supplied names of their writing courses.

- Last were two items-**an indication of desire to participate in an e-mail discussion list and a name/address/phone** for the contact person on campus. (Questions 26-27)

  Appendix D is a list of the respondents who expressed a desire for E-mail contact. Only two did not. If you did not get a copy of the full document, we will supply copies of this list to you.

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I. INTRODUCTION:

This is the second time in recent years that writing assessment and pedagogy in the SUNY system have been studied. An earlier survey concerning writing programs and assessment in the SUNY system was conducted by Dr. Mary Lynch Kennedy of SUNY Cortland in 1992. The results of that survey were analyzed for simple counts, and a report on the results was delivered to the Council at the C.O.W. Spring Conference in 1995. At that time, the Council decided to sponsor a more extensive survey to be conducted in 1996-97. This report is on the results of that new survey.

The present survey is an elaboration of the 1992 survey form. In the process of constructing it, I also read the 1994 version of the "Missouri Writing Survey", modeling some questions on items in it.

In this survey, I attempted to elicit information on:
freshman composition programs and their assessment,
the amount of freshman composition being taught by part-time professors and teaching assistants
the rates of pay for that work
writing-across-the-curriculum programs and their assessment
use of portfolio assessment in general in the system.

My basic purpose for conducting this survey was to reveal the state of writing pedagogy and assessment over the whole system. My research questions were:

"According to the criteria established by the profession as a whole for what comprises 'best practices' in writing pedagogy and assessment, are the practices in the SUNY system as a whole congruent with these principles?"

"According to this same criteria, on which kind of campuses in the system are 'best practices' most prevalent"?

"Are campuses where most composition is taught by full-time professors those which have best practices? (The assumption is that having composition taught by full-time professors costs much more than having composition taught by part-time professors.)"

These questions as well as others revealed during the process of data analysis yielded interesting answers.

II. LITERATURE SURVEY

In order to facilitate answering the first two of these questions, I ran database searches in ERIC and MLA abstracts to find out whether other surveys of this kind had been done and whether there was a statement of established principles for writing programs which would be useful as a criteria set for evaluating this data.

In fact, there was a national survey on writing assessment conducted in 1992 under the auspices of the Conference on College Composition and Communication. Titled "Survey of Postsecondary Writing Assessment Practices", its results were presented at Four C's in 1993, then later published in ERIC. This survey dealt only with assessment practices in institutions of higher education in the nation, both public and private. Its results were presented in five sections: 1. Overall Results, 2. Results for Institutions of Different Sizes, 3. Results for Institutions Categorized by Public/Private Status, 4. Results for Institutions Categorized According To Their Status as 2 Year or 4 Year Institutions, and 5. Respondents' Reports of Satisfaction or Dissatisfaction Related to Selected Survey Questions.

The conclusions section of the report on this survey stated that the "portrait of writing assessment practices in the United States provided by the survey results is not always encouraging. (85)". Too many institutions were still using standardized tests for placement or graduation gatekeeping, but many of those used such tests in combination with direct writing assessment. Also, a "growing number" were using direct writing assessment alone, most timed writing assessment. A majority of those collected only one writing sample for assessment rather than a portfolio. However, faculty were involved in and/or governed writing assessment on most campuses reporting and were generally satisfied with assessment procedures on their campuses. "In general, most (75%) respondents agreed that the assessment of writing skills had a good influence on writing instruction at their campuses. (86)". Those who were not cited inadequate methods, interference with the educational process, and misrepresentation of student abilities (87).

The "Missouri Writing Survey", a survey similar to this present one has been conducted in recent years by Jane Frick, (Missouri Western University) under the auspices of the Missouri Colloquim on Writing Assessment. That survey has been conducted every year since 1989. It includes questions on writing pedagogy as well as assessment, as does this present survey.

As to statements of "best practices", College Composition and Communication (October, 1989), published a "Statement of Principles and Standards for the Postsecondary Teaching of Writing" which was approved by the CCCC Executive Committee. The statement was developed after the famous Wyoming Conference on College Composition and Communication in Laramie, Wyoming, in 1987 which produced the famous Wyoming Resolution. After a two-year study of conditions nationwide, CCCC issued this statement. In two parts, the statement deals with "Professional Standards That Promote Quality Education" and "Teaching Conditions Necessary For Quality Education". Much of this statement concerns working conditions for professionals, not a concern of our survey, but these parts of the statement are relevant:

1. Professional Standards That Promote Quality Education

A. Full-time faculty

To provide the highest quality of instruction, departments offering composition and writing courses should rely on full-time tenured or tenure-track faculty members who are both prepared for and committed to the teaching of writing. The teaching of writing courses need not be limited, however, to those faculty members whose primary area of scholarship is rhetoric and composition. Because of the significant intellectual and practical connections between reading and writing, composition and literature, it is desirable that faculty from both areas of specialization teach I the composition program. *Ideally, faculty from each area should have the training and experience necessary to teach in both the composition and literature programs.*

Whenever possible, faculty professionally committed to rhetoric and composition should coordinate and supervise composition programs. Those who supervise writing programs should also be involved in determining policy and budget for their programs.

B. Graduate Assistants

Graduate students' teaching experience should be understood as an essential part of their training for future professional responsibilities. They are primarily students and should never, for mere economic expediency, be used to replace tenure-line faculty in the staffing of composition programs.

Each institution should provide adequate training and supervision of graduate writing instructors, and this training should be conducted by someone with appropriate preparation or experience in rhetoric and composition.

Nearly all graduate students teaching writing in English departments are fully in charge of their classes. Because the university entrusts them with such serious responsibility--their compensation, benefits, class size and course load should be adjusted accordingly.

C. Part-time Faculty

CCCC and other professional associations generally recognize two legitimate reasons for hiring part-time faculty: 1. To teach specialized courses for which no regular faculty are available and which require special practical knowledge, and 2. To meet unexpected increases in enrollment. Abuses in this second category are cause for the most serious concern. *Assuring and sustaining quality in education is incompatible with relying, purely for fiscal expediency, on part-time faculty appointments in rhetoric and composition.*

When more than 10% of a department's course sections are taught by part-time faculty, the department should reconsider its hiring practices.

To assure that students receive the instructional excellence to which they have the right, the educational qualifications and experience of all part-time faculty members should meet the highest professional standards. Part-time teachers of writing should 1. Demonstrate superior writing ability, 2. Demonstrate professional involvement with composition theory and pedagogy, and

3. Present evidence in the successful teaching of composition.

They should receive a salary that accurately reflects their teaching duties and any duties outside the classroom they are asked to assume. *Compensation, per course, for part-time faculty should never be lower than per course compensation for full-time faculty with comparable experience, duties, and credentials.*

2. Teaching Conditions Necessary for Quality Education

No more than 20 students should be permitted in any writing class.

Remedial or developmental sections should be limited to 15.

No English faculty member should teach more than 60 writing students in a term. In developmental writing classes, the maximum should be 45.

D. The effectiveness of classroom instruction is significantly improved by the assistance students receive in writing centers.... Because these centers enhance the conditions of teachings and learning, their development and support should be an important departmental and institutional priority.

In College Composition and Communication, (October, 1990) Susan Wyche-Smith and Shirley K. Rose published "One Hundred Ways to Make the Wyoming Resolution a Reality: A Guide to Personal and Political Action". This is a list divided into eight categories advising actions which can be taken by every constituency involved from students through deans and then professional organizations and editors of professional journals. Eight years later, it is as apropos as it was in 1990.

but if people have been acting on its suggestions, their action cannot have been highly effective.

The English Council of the California State University System published its version of the CCCC Statements in College Composition and Communication, (October 1991). Their principles statement was based on a questionnaire and attitude survey distributed among the California State System's English professors. Their statement is completely reflective of the CCCC Statement with only a few additions in the area of specifying the evaluation of composition research being considered for tenure.

III. METHODOLOGY

The survey was sent in hard copy to all 64 campuses of the system as well as Cornell University, which has some of its functions under the system. It was, as well, distributed over E-mail to the C.O.W. distribution list. I was aided in the second distribution by Dr. Norman Gayford and by DeAnna Bradford, a doctoral student at Stony Brook, who also assisted by making some follow-up calls.

I received a return of 33 surveys from both these distributions, representing a 51.5% response rate. Surveys came in from 3 university centers, (including Cornell), which represents a 60% response rate for that sub-sample. Twelve colleges responded, representing a 40% response for that sub-sample. Eighteen community colleges responded, representing a 60% response rate for that sub-sample.. (There are 4 university centers, plus Cornell. There are 30 colleges, including health science centers, colleges of technology, specialized colleges, and statutory colleges. There are 30 community colleges. (See Appendix A – State University of New York Campuses.)

As a whole, the sample is substantially larger than the minimum 10% required for descriptive research and allows generalization to the local population (Gay, 1987, 114-115.) Each of the sub-samples is also substantially larger than 10% of the population represented. The relatively high rate of return suggests that the sample can be termed unbiased.

The only major challenge to internal reliability of the data is the relatively high number of "missing" answers on the responses. Were the survey to be conducted again, a lesser number of "missing" entries could affect the results. "Missing" entries in this data can often be interpreted as "no" answers, however, that interpretation was not made in this report.

The processing was completed by entering the data yielded by these surveys into a computer program called Statistical Programs for Social Science (SPSS), a general use program for statistical research. I then ran frequencies for all the data and cross tabulations for all of the other 72 variables with the one categorical variable called "years"- community college, college, and university center.

IV. RESULTS

This is the survey form as it was distributed.

ASSESSMENT QUESTIONNAIRE

1. At your institution, _____, how is writing assessment conducted? (Attach separate sheets, if necessary, for questions 1,2,3.)

2. By whom is writing assessment conducted at your institution?

3. How are assessment results delivered to the academic community on your campus?

4. Do you use assessment results to:
A. Influence/improve teaching and learning ____
B. Strengthen programs and activities____
C. Enhance institutional effectiveness____

5. By whom is composition taught on your campus?
A. Part-time professors ___%
B. Full-time professors ___%
C. Teaching Assistants___%
D. Persons with credentials in composition pedagogy ___%
E. Persons with on-site training in composition pedagogy ___%
F. Persons without credentials in composition pedagogy or on-site training ___%

6. What is the rate of pay per composition course on your campus?
A. Part-time professors____ per_____
B. Teaching Assistants_____

7. Please check the conditions in this list which exist on your campus:
A. Developmental composition exists____
B. Developmental composition counts toward graduation____
C. Formal grammar is taught in developmental composition classrooms____
(____% of instructional time)
D. Formal grammar is taught in all composition classrooms____
(____% of instructional time)
E. Class size in all compositon classrooms is limited to____
F. One or more writing centers exist ___
G. Writing center is in the English Department____
H. Writing tutors are available____

I. Word processing lab for class sessions exists____
J. Composition is required for graduation____
K. Goals and objectives for composition are agreed upon by all composition instructors____
L. Goals and objectives for composition receive campus-wide input____
M. A writing-across-the-curriculum program exists____
N. Two or more writing intensive courses are required for graduation____
O. Course exit exams are used for all composition courses___
P. Course exit exams are used only for developmental courses____
Q. Course exit exams are used only for specified courses____ (What are they?)
R. Exit portfolios are used for all composition courses____
S. Exit portfolios are used only for developmental courses____
T. Exit portfolios are used only for specified courses____ (What are they?)
U. Exit exams are common for all sections of a course____
V. Exit portfolio criteria are common for all sections of a course____
W. Writing-across-the-curriculum is assessed____
X. Writing program has a set of written goals/objectives or a mission statement____
Y. My campus is planning or involved in goal assessment procedures____
Z. Writing program is within the English Department____
a. Writing program is under non-English Department jurisdiction____(Whose?)

8. What are your purposes for assessing student writing?
A. College admission (e.g. Application essays) ____
B. Placement____
C. Freshman composition equivalence credit____
D. Exit from developmental or regular composition courses____
E. Evaluation of two-year program____
F. Certification of writing proficiency____
Rising junior level____
Upper division level____
Major field level____
Graduation gatekeeper____
G. Program evaluation____

9. What kinds of measures do you use to place students in writing courses?
A. Tests (short-answer, multiple-choice, or true-false)____
Commercially prepared tests____ (Which one?)
B. Writing sample____
C. Combination of these____
D. Portfolio__(in some classes)__
E. Other____ (Please describe.)

Will you enclose a copy of a prompt recently used on your placement test?

10. Which students do you measure?
A. All students entering the college, freshmen and transfers____
B. Graduating students____
C. Freshmen only____
D. Transfers only____
E. Selected groups (e.g., bottom 10% of freshmen)____ (Please describe groups.)

11. What scoring approach is used in writing assessment on your campus?
A. Analytical____
B. General impression: holistic____
C. General impression: primary trait____
D. Other____ (what kind?)

12. Do you use different measures for placement and for equivalency?
Yes____
No____

13. How do students gain equivalency credit or composition waivers?
A. Cannot. All students must take composition____
B. Outside course work (e.g., AP, CLEP)____
C. Standardized test scores (e.g., SAT, ACT)____
D. Portfolios____
E. Courses transferred from other campuses____
F. Placement writing sample____
G. Other____ (Explain?)

14. Who evaluates common exit exams, placement exams, or portfolios?
A. All faculty teaching composition____
B. Special committee____

15. Do you assess writing at upper-division entry level?
A. By test____
B. By portfolio____
C. Do not____

16. Do you assess at upper division exit level?
A. By test____
B. By portfolio____
C. Do not____

17. What purposes do these assessments serve?
A. Program evaluation____
B. Graduation barrier____
C. Further study barrier____
D. Other____ (Explain?)

18. What is done with the results?
A. Curriculum revision____
B. Program evaluation____
C. Require remediation for individuals____
D. Other____ (Explain?)

19. Is there congruence between your program goals and your assessment measures?
Yes____
No____

20. Are your program goals specific?
Specific____
General____

21. Which of these pre- and post-measures do you use?
A. None____
B. Quantitative____
C. Writing samples____
D. Portfolios____
E. Combination____ (Explain?)
F. Other____ (Explain?)

22. For what purpose do you use portfolio assessment?
A. We do not____
B. Placement __
C. Exemption or equivalency for composition____
D. Exit from freshman composition____
E. Goals assessment for composition____
F. Program evaluation documentation____
G. Field-specific writing proficiency for graduation____
H. Writing-across-the-curriculum program evaluation____

23. Describe your portfolio requirements:
A. Cover sheet
Unspecified___
One sheet for whole portfolio____
One sheet for each essay____
B. Contents
Unspecified____ 3____ 6 or more____
1____ 4____
2____ 5____
C. Drafts
Unspecified____
Final drafts only____
Preliminary drafts and revisions____

24. What is the writing requirement on your campus?
A. Freshman year:
number of semesters_____
B. After freshman year, but not WAC or Writing Intensive: number of semesters_____
C. WAC or Writing Intensive:
number of semesters_____
D. What are the names of your writing courses?

26. Would you like to participate in a state-wide e-mail discussion list focusing on the issues covered in this questionnaire?
Yes____
No_____

27. Will you supply your name or that of a willing contact person on your campus?
Name _____
Address_____
_____
_____
e-mail _____
Phone_____

. . . . . .
. . . . . .

See Appendix B for the frequency count tables on all survey answers. Appendix C contains cross tabulations for each variable accruing to each question by type of institution. Information for contact persons on each responding campus is not part of Appendix B or C. For that list, which also comprises a list of those who responded to the survey, see Appendix D.

The survey contains 27 items designed to collect information about the state of writing instruction in the SUNY system. It was constructed in four sections.

First was a section on assessment and teaching procedures. Four questions dealt with who assesses writing on the specific campus and how those assessments are used. Then the next questions dealt with who teaches writing and how part-time faculty and TA's are paid to teach it. (Questions 1-6)

Next was one question with 27 parts stated as conditions present on the campus. This covered diverse elements such as whether grammar is taught, whether writing centers and a WAC program exist, whether exit exams are used, and whether portfolio assessment is in place. (Question 7)

Next was the section on assessment. (Questions 8-21)

Questions on portfolio assessment particularly came next. (Questions 22-23)

Next were questions on the nature of writing requirements on campuses. (Question 24-25)

Last were two items-an indication of desire to participate in an e-mail discussion list and a name/address/phone for the contact person on campus. (Questions 26-27)

I have chosen to interpret the results using the rubric of relevant material from the *Principles*. To deal with each of the survey's 74 variables in this section would be counterproductive. The cross

tabulations are as user-friendly as my colleague and I could make them. Further interpretation of them can be done on future occasions in new reports or by individual readers.

Here is the interpretation of our data in the light of each principle:

To provide the highest quality of instruction, departments offering composition and writing courses should rely on full-time tenured or tenure-track faculty members who are both prepared for and committed to the teaching of writing. The teaching of writing courses need not be limited, however, to those faculty members whose primary area of scholarship is rhetoric and composition. Because of the significant intellectual and practical connections between reading and writing, composition and literature, it is desirable that faculty from both areas of specialization teach in the composition program.

In the crosstabs for question 5, we see that there is a fairly wide range of evidence on how we are measuring up to this principle.

In universities, TA's do between 66% and 85% of the teaching of composition. Part-timers do 12% to 20%. Full-time faculty do 0% to 33%.

In community colleges, there are a few less full-time than part-time professors teaching. About 54% have above half their composition taught by part-time faculty.

In colleges, 50% of the responding sites have under half and 50% over half their composition taught by part-timers. Full-time faculty teaching composition ranges between 10% and 100%.

Ideally, faculty from each area should have the training and experience necessary to teach in both the composition and literature programs.

In community colleges, 83% have less than 50% of faculty teaching composition with credentials, with 44% of faculty teaching composition having no composition credentials. In colleges, 100% have 50% or less with composition credentials. And 66% of universities have 50% or less with credentials.

In community colleges, only 5% have everyone teaching composition go through on-site training, and 61% have no on-site training. In colleges, only 16% have all composition teachers on-site trained, and 33% have no on-site trained people. Universities do best here with all of them having over 95% trained on-site.

Whenever possible, faculty professionally committed to rhetoric and composition should coordinate and supervise composition programs. Those who supervise writing programs should also be involved in determining policy and budget for their programs.

Two other question 7 variables tell us that goals and objectives for composition receive campus-wide input in 24% of community colleges, a third of colleges, and two thirds of universities, but goals and objectives are agreed on by only comp instructors in 95% of community colleges, and in two thirds each of colleges and universities. Certainly in community colleges, composition instructors seem to be in charge of their programs.

B. Graduate Assistants

Graduate students' teaching experience should be understood as an essential part of their training for future professional responsibilities. They are primarily students and should never, for mere economic expediency, be used to replace tenure-line faculty in the staffing of composition programs.

Each institution should provide adequate training and supervision of graduate writing instructors, and this training

should be conducted by someone with appropriate preparation or experience in rhetoric and composition.

Nearly all graduate students teaching writing in English departments are fully in charge of their classes. Because the university entrusts them with such serious responsibility---their compensation, benefits, class size and course load should be adjusted accordingly.

Two of the 3 university centers paid their TA's above $4500. I did not ask how far above!

Part-time Faculty

CCCC and other professional associations generally recognize two legitimate reasons for hiring part-time faculty: 1. To teach specialized courses for which no regular faculty are available and which require special practical knowledge, and 2. To meet unexpected increases in enrollment. Abuses in this second category are cause for the most serious concern. Assuring and sustaining quality in education is incompatible with relying, purely for fiscal expediency, on part-time faculty appointments in rhetoric and composition.

When more than 10% of a department's course sections are taught by part-time faculty, the department should reconsider its hiring practices.

In colleges, 50% of the responding sites have under half and 50% over half their composition taught by part-timers. Full-time faculty teaching composition ranges between 10% and 100%. So there is a campus in the system which barely meets the 10% standard of the *Principles*, but then there is also at least one college where all composition is taught by full-time faculty.

To assure that students receive the instructional excellence to which they have the right, the educational qualifications and experience of all part-time faculty members should meet the highest professional standards. Part-time teachers of writing should 1. Demonstrate superior writing ability, 2. Demonstrate professional involvement with composition theory and pedagogy, and 3. Present evidence in the successful teaching of composition.

They should receive a salary that accurately reflects their teaching duties and any duties outside the classroom they are asked to assume. Compensation, per course, for part-time faculty should never be lower than per course compensation for full-time faculty with comparable experience, duties, and credentials.

About the matter of part-time pay :

11% of community colleges pay less that $1200 per course. 61% pay $1200-2000. 28% pay $2001-2999.

33% of colleges pay $1200-2000. 50% pay $2001-2999.

Universities pay about the same as colleges, but 66% pay TA's more than $4500. Often, then, TA's make more than part-timers.

2. Teaching Conditions Necessary for Quality Education

No more than 20 students should be permitted in any writing class.

Remedial or developmental sections should be limited to 15. No English faculty member should teach more than 60 writing students in a term. In developmental writing classes, the maximum should be 45.

The first variable in question 7 says that 55% of community colleges, 92% of colleges, and all universities have composition class sizes under 25.

The effectiveness of classroom instruction is significantly improved by the assistance students receive in writing centers....Because these centers enhance the conditions of teachings and learning, their development and support should be an important departmental and institutional priority.

In 88% of community colleges, 83% of colleges, and 100% of universities, there is a writing center. That center is housed in the English department, however, in only half of community colleges, 25% of colleges, and a third of universities. Centers not housed in the English department are sometimes not controlled by English department needs.

V. Conclusions

A. Research Question One:

"According to the criteria established by the profession as a whole for what comprises 'best principles' in writing pedagogy and assessment, are the practices in the SUNY system as a whole in congruence with these principles?"

We have a lot of writing centers, and our classes sizes are within shouting distance of 20. We still have too much composition being taught by part-time people and TA's. We do not pay our part-time faculty or our TA's well enough. Some of us are in control of our own goals and objectives, but not as many are in control of the writing center. Not nearly enough of us have credentialed writing professors OR on-site training for our writing teachers.

B. Research Question Two:

"According to this same criteria, on which kind of campuses in the system are 'best principles most prevalent"?

Considering ourselves in the light of the 1989 *Statement of Principles*, community colleges seem to be the place where we are doing best, except in the matter of pay for part-time faculty. In the university centers, composition is still being taught by TA's. That is not necessarily a bad thing since TA's may receive closer supervision than part-time faculty. Universities, of course, have plenty of on-site training for composition teachers.

C. Research Question Three:

"Are campuses where most composition is taught by full-time professors those who have best practices? (The assumption is that having composition taught by full-time professors costs much more than having composition taught by part-time professors.)"

The "Statement" cites 10% of the composition program being taught by part-time faculty as an ideal limit. Only 11% of community colleges have as little as 10% taught by part-timers. 16% of colleges have 10% or less. 66% of universities fit this criteria, because their composition is taught by TA's.

The data are not clear enough to make a conclusive statement on this question without a consensual working definition on what constitutes "best practices".

This report points to several further directions for research:

1. A codification of best practices within the SUNY system.
2. Yearly or bi-yearly distribution of surveys to produce a longitudinal study of writing assessment and pedagogy.
3. Definition of "student success" and inclusion in future surveys.
4. Development of a survey that is more conducive to computer analysis.

VI. WORKS CITED:

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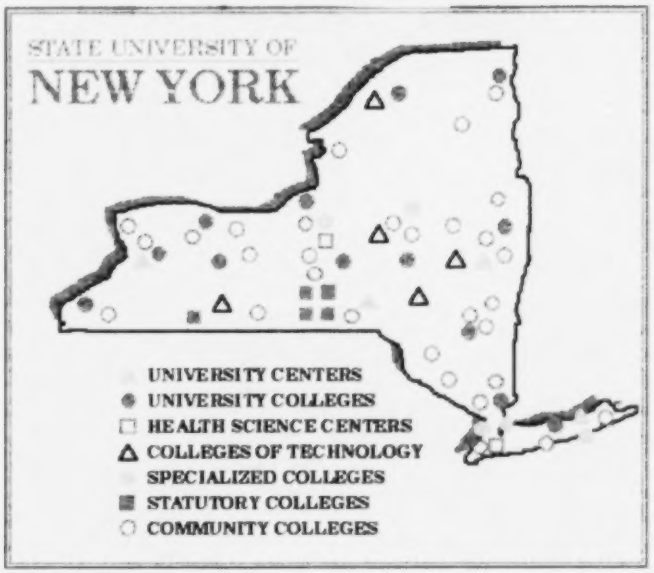
APPENDIX A



State University of New York campuses

State University of New York's 64 campuses are geographically dispersed and bring educational opportunity within commuting distance of virtually all New York citizens. SUNY campuses comprise the nation's most diverse system of public higher education.

Alphabetical list of SUNY Campuses

- **University Centers**

  Albany
  Binghamton
  Buffalo
  Stony Brook

- **University Colleges**

  Brockport
  Buffalo
  Cortland
  Empire State College
  Fredonia
  Geneseo
  New Paltz
  Old Westbury
  Oneonta
  Oswego

BEST COPY AVAILABLE

Plattsburgh
Potsdam
Purchase

- **Health Science Centers**

Brooklyn
Syracuse

- **Colleges of Technology**

Alfred
Canton
Cobleskill
Delhi
Morrisville

- **Specialized Colleges**

College of Environmental Science and Forestry
College of Technology at Farmingdale
Maritime College
College of Optometry
Institute of Technology at Utica/Rome

- **Statutory Colleges**

College of Ceramics at Alfred
College of Agriculture and Life Sciences at Cornell
School of Industrial and Labor Relations at Cornell
College of Veterinary Medicine at Cornell
College of Human Ecology at Cornell

- **Community Colleges**

Adirondack
Broome
Cayuga County
Clinton
Columbia-Greene
Corning
Dutchess

Erie
Fashion Institute of Technology
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer County
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange County
Rockland
Schenectady County
Suffolk County
Sullivan County
Tompkins Cortland
Ulster County
Westchester

Members of the SUNY Community are encouraged to register their World Wide Web and other information services of interest to the public and the SUNY community.

Appendix B: Frequencies

Use of Assessment Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Influence-Improve Teaching-Learning	4	12.1	12.1	12.1
	Enhance instutional effectiveness	1	3.0	3.0	15.2
	All the above	19	57.6	57.6	72.7
	Missing	9	27.3	27.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

student writing assessed in college admission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	12.1	12.1	12.1
	no	3	9.1	9.1	21.2
	missing	26	78.8	78.8	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing assessment used in comp placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	69.7	69.7	69.7
	no	2	6.1	6.1	75.8
	missing	8	24.2	24.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

class sizes are under 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	72.7	72.7	72.7
	no	5	15.2	15.2	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing assessment used in granting composition equivalency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	15.2	15.2	15.2
	no	7	21.2	21.2	36.4
	missing	21	63.6	63.6	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

comp required for graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	90.9	90.9	90.9
	no	2	6.1	6.1	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent having composition credentials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	30.3	30.3	30.3
	2	1	3.0	3.0	33.3
	3	3	9.1	9.1	42.4
	5	2	6.1	6.1	48.5
	6	1	3.0	3.0	51.5
	10	2	6.1	6.1	57.6
	15	2	6.1	6.1	63.6
	20	2	6.1	6.1	69.7
	25	1	3.0	3.0	72.7
	30	1	3.0	3.0	75.8
	40	1	3.0	3.0	78.8
	50	3	9.1	9.1	87.9
	70	1	3.0	3.0	90.9
	100	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

developmental comp cpunts toward graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	27.3	27.3	27.3
	no	18	54.5	54.5	81.8
	Missing	6	18.2	18.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

developmental comp exists

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	81.8	81.8	81.8
	no	5	15.2	15.2	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Method of Delivery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Dept.	6	18.2	18.2	18.2
	Administration	17	51.5	51.5	69.7
	not delivered	3	9.1	9.1	78.8
	Missing	7	21.2	21.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

the writing center is in the English department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	39.4	39.4	39.4
	no	17	51.5	51.5	90.9
	missing	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

exit exams are common for all courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	12.1	12.1	12.1
	no	12	36.4	36.4	48.5
	missing	17	51.5	51.5	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing assessment is used for exit from developmental and regualr composition courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	54.5	54.5	54.5
	no	3	9.1	9.1	63.6
	missing	12	36.4	36.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

course exit exams are required for all composition courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	27.3	27.3	27.3
	no	10	30.3	30.3	57.6
	missing	14	42.4	42.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

course exit exams are required only for developmental comp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	30.3	30.3	30.3
	no	9	27.3	27.3	57.6
	missing	14	42.4	42.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

exit exams are used only for specified courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	12.1	12.1	12.1
	no	6	18.2	18.2	30.3
	missing	23	69.7	69.7	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

exit portfolio criteria are common for all courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	21.2	21.2	21.2
	no	7	21.2	21.2	42.4
	missing	19	57.6	57.6	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

exit portfolios used only for developmental courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	9.1	9.1	9.1
	no	8	24.2	24.2	33.3
	missing	22	66.7	66.7	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

exit portfolios used only for specified courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	30.3	30.3	30.3
	no	5	15.2	15.2	45.5
	missing	18	54.5	54.5	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Exit portfolios are used for all comp courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	24.2	24.2	24.2
	no	5	15.2	15.2	39.4
	missing	20	60.6	60.6	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent taught by full time professors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	3.0	3.0	3.0
	10	2	6.1	6.1	9.1
	20	1	3.0	3.0	12.1
	25	2	6.1	6.1	18.2
	30	1	3.0	3.0	21.2
	33	1	3.0	3.0	24.2
	40	2	6.1	6.1	30.3
	42	1	3.0	3.0	33.3
	43	1	3.0	3.0	36.4
	50	9	27.3	27.3	63.6
	55	1	3.0	3.0	66.7
	60	2	6.1	6.1	72.7
	71	1	3.0	3.0	75.8
	75	1	3.0	3.0	78.8
	80	3	9.1	9.1	87.9
	90	2	6.1	6.1	93.9
	100	2	6.1	6.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

goals and objectives are receive campus-wide input

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	30.3	30.3	30.3
	no	13	39.4	39.4	69.7
	missing	10	30.3	30.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

goals and objectives agreed on only by comp instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	81.8	81.8	81.8
	no	3	9.1	9.1	90.9
	missing	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent of time Grammar is taught in all composition classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	54.5	54.5	54.5
	1	1	3.0	3.0	57.6
	10	2	6.1	6.1	63.6
	15	1	3.0	3.0	66.7
	20	8	24.2	24.2	90.9
	25	1	3.0	3.0	93.9
	40	1	3.0	3.0	97.0
	75	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

grammar is taught in all developmental comp classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	48.5	48.5	48.5
	20	7	21.2	21.2	69.7
	25	2	6.1	6.1	75.8
	30	2	6.1	6.1	81.8
	35	1	3.0	3.0	84.8
	40	1	3.0	3.0	87.9
	50	1	3.0	3.0	90.9
	60	1	3.0	3.0	93.9
	75	2	6.1	6.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

my campus is currently involved or planning to get in involved in goal assessment procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	39.4	39.4	39.4
	no	4	12.1	12.1	51.5
	missing	16	48.5	48.5	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Kinds of students measured

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All entering students	13	39.4	39.4	39.4
	Graduating students	1	3.0	3.0	42.4
	Freshmen only	11	33.3	33.3	75.8
	Selected groups	3	9.1	9.1	84.8
	Missing	5	15.2	15.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Method of assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Dept	12	36.4	36.4	36.4
	All College	11	33.3	33.3	69.7
	no assessment	1	3.0	3.0	72.7
	Missing	9	27.3	27.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percentage having no training in composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	42.4	42.4	42.4
	2	1	3.0	3.0	45.5
	3	2	6.1	6.1	51.5
	10	1	3.0	3.0	54.5
	15	1	3.0	3.0	57.6
	20	2	6.1	6.1	63.6
	50	3	9.1	9.1	72.7
	80	1	3.0	3.0	75.8
	95	2	6.1	6.1	81.8
	99	1	3.0	3.0	84.8
	100	5	15.2	15.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent taught by part time professors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	9.1	9.1	9.1
	10	2	6.1	6.1	15.2
	12	1	3.0	3.0	18.2
	20	4	12.1	12.1	30.3
	25	2	6.1	6.1	36.4
	29	1	3.0	3.0	39.4
	30	1	3.0	3.0	42.4
	40	2	6.1	6.1	48.5
	45	1	3.0	3.0	51.5
	50	9	27.3	27.3	78.8
	57	1	3.0	3.0	81.8
	60	1	3.0	3.0	84.8
	70	1	3.0	3.0	87.9
	75	2	6.1	6.1	93.9
	80	1	3.0	3.0	97.0
	90	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Pay for course-partime instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than $1200	2	6.1	6.1	6.1
	$1200 to $2000	16	48.5	48.5	54.5
	$2001 to2999	12	36.4	36.4	90.9
	Missing	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Pay for Teaching Assistants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than $4500	2	6.1	6.1	6.1
	$3500 to $4499	1	3 0	3.0	9.1
	Missing	30	90.9	90.9	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Place students in writing courses with tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	39.4	39.4	39.4
	no	7	21.2	21.2	60.6
	missing	13	39.4	39.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Student writing assessments used for program evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	27.3	27.3	27.3
	no	6	18.2	18.2	45.5
	missing	18	54.5	54.5	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent having on site training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	15	45.5	45.5	45.5
	3	1	3.0	3.0	48.5
	20	1	3.0	3.0	51.5
	30	1	3.0	3.0	54.5
	35	1	3.0	3.0	57.6
	40	1	3.0	3.0	60.6
	50	4	12.1	12.1	72.7
	75	1	3.0	3.0	75.8
	90	1	3.0	3.0	78.8
	95	2	6.1	6.1	84.8
	100	5	15.2	15.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Percent taught by Teaching Assistants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	28	84.8	84.8	84.8
	30	1	3.0	3.0	87.9
	33	1	3.0	3.0	90.9
	66	1	3.0	3.0	93.9
	70	1	3.0	3.0	97.0
	85	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing tutors are available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	32	97.0	97.0	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing across the curriculum courses are assessed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	21.2	21.2	21.2
	no	7	21.2	21.2	42.4
	missing	19	57.6	57.6	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

a writing across the curriculum program exists

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	54.5	54.5	54.5
	no	8	24.2	24.2	78.8
	missing	7	21.2	21.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

two or more writing intensive courses are rrequired for graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	63.6	63.6	63.6
	1	1	3.0	3.0	66.7
	2	11	33.3	33.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

whoass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English dept	21	63.6	63.6	63.6
	administration	6	18.2	18.2	81.8
	Missing	6	18.2	18.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

a word processing lab exists for class sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	9.1	9.1	9.1
	1	29	87.9	87.9	97.0
	2	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

the writing program is within the English department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	75.8	75.8	75.8
	no	3	9.1	9.1	84.8
	missing	5	15.2	15.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing program under non-english jurisdiction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	21.2	21.2	21.2
	no	4	12.1	12.1	33.3
	missing	22	66.7	66.7	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing program has a written set of goal;ls and objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	57.6	57.6	57.6
	no	2	6.1	6.1	63.6
	missing	12	36.4	36.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Students are placed in composition courses through writing samples

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	66.7	66.7	66.7
	no	3	9.1	9.1	75.8
	missing	8	24.2	24.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

a writing center exists

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	87.9	87.9	87.9
	No	1	3.0	3.0	90.9
	Missing	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Community College	18	54.5	54.5	54.5
	College	12	36.4	36.4	90.9
	University	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Analytical scoring is used on this campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	39.4	39.4	39.4
	no	16	48.5	48.5	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

use results for curriculum revision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	18.2	18.2	18.2
	no	4	12.1	12.1	30.3
	missing	23	69.7	69.7	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

There is congruence between program goals and assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	21	63.6	63.6	63.6
	no	4	12.1	12.1	75.8
	missing	8	24.2	24.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

All composition faculty evaluate exit from composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	42.4	42.4	42.4
	no	14	42.4	42.4	84.8
	missing	5	15.2	15.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

General impression holistic scoring is used on thsi campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	21	63.6	63.6	63.6
	no	8	24.2	24.2	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

There is no exemption from composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	24.2	24.2	24.2
	no	25	75.8	75.8	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Number of semesters of writing required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 freshman comp	15	45.5	45.5	45.5
	upper level	3	9.1	9.1	54.5
	2 fr + 2 WAC	4	12.1	12.1	66.7
	1 freshman comp	5	15.2	15.2	81.8
	1 fres + 1 WAC	6	18.2	18.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

will participate in E-mail state list

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	75.8	75.8	75.8
	no	8	24.2	24.2	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Students can gain equivalency by placement tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	18.2	18.2	18.2
	no	25	75.8	75.8	93.9
	missing	2	6.1	6.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

use portfolios for program evaluation in composition program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	18.2	18.2	18.2
	no	2	6.1	6.1	24.2
	missing	25	75.8	75.8	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

use portfolios for exemption from composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	12.1	12.1	12.1
	no	28	84.8	84.8	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

use portfolios for field-specific proficiency for graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	24.2	25.0	25.0
	no	17	51.5	53.1	78.1
	missing	7	21.2	21.9	100.0
	Total	32	97.0	100.0	
Missing	System Missing	1	3.0		
	Total	1	3.0		
Total		33	100.0		

portfolio requirements specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	36.4	36.4	36.4
	no	9	27.3	27.3	63.6
	missing	12	36.4	36.4	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

use portfolios for wac program evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	3.0	3.0	3.0
	no	22	66.7	66.7	69.7
	missing	10	30.3	30.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Pre and Post Measures Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	5	15.2	15.2	15.2
	Writing Sample	9	27.3	27.3	42.4
	Portfolios	4	12.1	12.1	54.5
	Combination	4	12.1	12.1	66.7
	Other	1	3.0	3.0	69.7
	Missing	10	30.3	30.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Primary trait scoring is used on this campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	27.3	27.3	27.3
	no	20	60.6	60.6	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Program Goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Specific	18	54.5	54.5	54.5
	General	5	15.2	15.2	69.7
	missing	10	30.3	30.3	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Students can gain equivalency by outside course work or standardized teat scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	54.5	54.5	54.5
	no	13	39.4	39.4	93.9
	missing	2	6.1	6.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Transferred courses provide Exemption

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	69.7	69.7	69.7
	no	9	27.3	27.3	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Assessment is done at upperdivision entry level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	3.0	3.0	3.0
	no	28	84.8	84.8	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

writing is assessed at upperdivision levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	9.1	9.1	9.1
	no	26	78.8	78.8	87.9
	missing	4	12.1	12.1	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

names of writing courses given

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	100.0	100.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

Writing requirement field- specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	90.9	90.9	90.9
	no	2	6.1	6.1	97.0
	missing	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Total		33	100.0		

APPENDIX C

ASSESSMENT QUESTIONNAIRE WITH CROSSTABULAR ANALYSIS

1. At your institution, how is writing assessment conducted?

Method of assessment * Type Crosstabulation

			Type			
			Community College	College	University	Total
Method of assessment	English Dept	Count	7	5		12
		% within Type	38.9%	41.7%		36.4%
	All College	Count	6	3	2	11
		% within Type	33.3%	25.0%	66.7%	33.3%
	no assessment	Count		1		1
		% within Type		8.3%		3.0%
	Missing	Count	5	3	1	9
		% within Type	27.8%	25.0%	33.3%	27.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

2. By whom is writing assessment conducted at your institution?

Who Assesses Writing * Type Crosstabulation

			Type			
			Community College	College	University	Total
Who Assesses Writing	English dept	Count	11	7	3	21
		% within Type	61.1%	58.3%	100.0%	63.6%
	administration	Count	5	1		6
		% within Type	27.8%	8.3%		18.2%
	Missing	Count	2	4		6
		% within Type	11.1%	33.3%		18.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

3. How are assessment results delivered to the academic community on your campus?

Method of Delivery * Type Crosstabulation

			Type			
			Community College	College	University	Total
Method of Delivery	English Dept.	Count	2	2	2	6
		% within Type	11.1%	16.7%	66.7%	18.2%
	Administration	Count	11	6		17
		% within Type	61.1%	50.0%		51.5%
	not delivered	Count	3			3
		% within Type	16.7%			9.1%
	Missing	Count	2	4	1	7
		% within Type	11.1%	33.3%	33.3%	21.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

4. Do you use assessment results to:

Use of Assessment Results * Type Crosstabulation

			Type			
			Community College	College	University	Total
Use of Assessment Results	Influence-Improve Teaching-Learning	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
	Enhance instutional effectiveness	Count	1			1
		% within Type	5.6%			3.0%
	All the above	Count	11	6	2	19
		% within Type	61.1%	50.0%	66.7%	57.6%
	Missing	Count	4	4	1	9
		% within Type	22.2%	33.3%	33.3%	27.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

5. By whom is composition taught on your campus?

Percent having composition credentials * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent having composition credentials	0	Count	8	2		10
		% within Type	44.4%	16.7%		30.3%
	2	Count		1		1
		% within Type		8.3%		3.0%
	3	Count	1	1	1	3
		% within Type	5.6%	8.3%	33.3%	9.1%
	5	Count	2			2
		% within Type	11.1%			6.1%
	6	Count			1	1
		% within Type			33.3%	3.0%
	10	Count		2		2
		% within Type		16.7%		6.1%
	15	Count		2		2
		% within Type		16.7%		6.1%
	20	Count	1	1		2
		% within Type	5.6%	8.3%		6.1%
	25	Count	1			1
		% within Type	5.6%			3.0%
	30	Count	1			1
		% within Type	5.6%			3.0%
	40	Count		1		1
		% within Type		8.3%		3.0%
	50	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
	70	Count	1			1
		% within Type	5.6%			3.0%
	100	Count	2		1	3
		% within Type	11.1%		33.3%	9.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Percent taught by full time professors * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent taught by full time professors	0	Count			1	1
		% within Type			33.3%	3.0%
	10	Count		1	1	2
		% within Type		8.3%	33.3%	6.1%
	20	Count	1			1
		% within Type	5.6%			3.0%
	25	Count	1	1		2
		% within Type	5.6%	8.3%		6.1%
	30	Count		1		1
		% within Type		8.3%		3.0%
	33	Count			1	1
		% within Type			33.3%	3.0%
	40	Count		2		2
		% within Type		16.7%		6.1%
	42	Count		1		1
		% within Type		8.3%		3.0%
	43	Count	1			1
		% within Type	5.6%			3.0%
	50	Count	7	2		9
		% within Type	38.9%	16.7%		27.3%
	55	Count		1		1
		% within Type		8.3%		3.0%
	60	Count	2			2
		% within Type	11.1%			6.1%
	71	Count	1			1
		% within Type	5.6%			3.0%
	75	Count		1		1
		% within Type		8.3%		3.0%
	80	Count	3			3
		% within Type	16.7%			9.1%
	90	Count	2			2
		% within Type	11.1%			6.1%
	100	Count		2		2
		% within				

Percentage having no training in composition * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percentage having no training in composition	0	Count	9	2	3	14
		% within Type	50.0%	16.7%	100.0%	42.4%
	2	Count		1		1
		% within Type		8.3%		3.0%
	3	Count	2			2
		% within Type	11.1%			6.1%
	10	Count		1		1
		% within Type		8.3%		3.0%
	15	Count		1		1
		% within Type		8.3%		3.0%
	20	Count	1	1		2
		% within Type	5.6%	8.3%		6.1%
	50	Count		3		3
		% within Type		25.0%		9.1%
	80	Count	1			1
		% within Type	5.6%			3.0%
	95	Count	2			2
		% within Type	11.1%			6.1%
	99	Count		1		1
		% within Type		8.3%		3.0%
	100	Count	3	2		5
		% within Type	16.7%	16.7%		15.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Percent taught by part time professors * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent taught by part time professors	0	Count		2	1	3
		% within Type		16.7%	33.3%	9.1%
	10	Count	2			2
		% within Type	11.1%			6.1%
	12	Count			1	1
		% within Type			33.3%	3.0%
	20	Count	3		1	4
		% within Type	16.7%		33.3%	12.1%
	25	Count		2		2
		% within Type		16.7%		6.1%
	29	Count	1			1
		% within Type	5.6%			3.0%
	30	Count		1		1
		% within Type		8.3%		3.0%
	40	Count	2			2
		% within Type	11.1%			6.1%
	45	Count		1		1
		% within Type		8.3%		3.0%
	50	Count	7	2		9
		% within Type	38.9%	16.7%		27.3%
	57	Count	1			1
		% within Type	5.6%			3.0%
	60	Count		1		1
		% within Type		8.3%		3.0%
	70	Count		1		1
		% within Type		8.3%		3.0%
	75	Count	1	1		2
		% within Type	5.6%	8.3%		6.1%
	80	Count	1			1
		% within Type	5.6%			3.0%
	90	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within				

Percent having on site training * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent having on site training	0	Count	11	4		15
		% within Type	61.1%	33.3%		45.5%
	3	Count	1			1
		% within Type	5.6%			3.0%
	20	Count	1			1
		% within Type	5.6%			3.0%
	30	Count	1			1
		% within Type	5.6%			3.0%
	35	Count		1		1
		% within Type		8.3%		3.0%
	40	Count		1		1
		% within Type		8.3%		3.0%
	50	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
	75	Count		1		1
		% within Type		8.3%		3.0%
	90	Count	1			1
		% within Type	5.6%			3.0%
	95	Count		1	1	2
		% within Type		8.3%	33.3%	6.1%
	100	Count	1	2	2	5
		% within Type	5.6%	16.7%	66.7%	15.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Percent taught by Teaching Assistants * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent taught by Teaching Assistants	0	Count	18	10		28
		% within Type	100.0%	83.3%		84.8%
	30	Count		1		1
		% within Type		8.3%		3.0%
	33	Count		1		1
		% within Type		8.3%		3.0%
	66	Count			1	1
		% within Type			33.3%	3.0%
	70	Count			1	1
		% within Type			33.3%	3.0%
	85	Count			1	1
		% within Type			33.3%	3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

6. What is the rate of pay per composition course on your campus?

Pay for course-partime instructors * Type Crosstabulation

			Type			
			Community College	College	University	Total
Pay for course-partime instructors	Less than $1200	Count	2			2
		% within Type	11.1%			6.1%
	$1200 to $2000	Count	11	4	1	16
		% within Type	61.1%	33.3%	33.3%	48.5%
	$2001 to2999	Count	5	6	1	12
		% within Type	27.8%	50.0%	33.3%	36.4%
	Missing	Count		2	1	3
		% within Type		16.7%	33.3%	9.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Pay for Teaching Assistants * Type Crosstabulation

			Type			
			Community College	College	University	Total
Pay for Teaching Assistants	More than $4500	Count			2	2
		% within Type			66.7%	6.1%
	$3500 to $4499	Count		1		1
		% within Type		8.3%		3.0%
	Missing	Count	18	11	1	30
		% within Type	100.0%	91.7%	33.3%	90.9%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

7. Please check the conditions in this list which exist on your campus:

class sizes are under 25 * Type Crosstabulation

			Type			
			Community College	College	University	Total
class sizes are under 25	yes	Count	10	11	3	24
		% within Type	55.6%	91.7%	100.0%	72.7%
	no	Count	5			5
		% within Type	27.8%			15.2%
	missing	Count	3	1		4
		% within Type	16.7%	8.3%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

developmental comp exists * Type Crosstabulation

			Type			
			Community College	College	University	Total
developmental comp exists	yes	Count	18	6	3	27
		% within Type	100.0%	50.0%	100.0%	81.8%
	no	Count		5		5
		% within Type		41.7%		15.2%
	missing	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

the writing center is in the Engli h department * Type Crosstabulation

			Type			
			Community College	College	University	Total
the writing center is in the English department	yes	Count	9	3	1	13
		% within Type	50.0%	25.0%	33.3%	39.4%
	no	Count	8	7	2	17
		% within Type	44.4%	58.3%	66.7%	51.5%
	missing	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

exit exams are common for all courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
exit exams are common for all courses	yes	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
	no	Count	5	4	3	12
		% within Type	27.8%	33.3%	100.0%	36.4%
	missing	Count	11	6		17
		% within Type	61.1%	50.0%		51.5%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

course exit exams are required for all composition courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
course exit exams are required for all composition courses	yes	Count	6	3		9
		% within Type	33.3%	25.0%		27.3%
	no	Count	4	4	2	10
		% within Type	22.2%	33.3%	66.7%	30.3%
	missing	Count	8	5	1	14
		% within Type	44.4%	41.7%	33.3%	42.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

course exit exams are required only for developmental comp * Type Crosstabulation

			Type			
			Community College	College	University	Total
course exit exams are required only for developmental comp	yes	Count	9	1		10
		% within Type	50.0%	8.3%		30.3%
	no	Count	3	3	3	9
		% within Type	16.7%	25.0%	100.0%	27.3%
	missing	Count	6	8		14
		% within Type	33.3%	66.7%		42.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

exit exams are used only for specified courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
exit exams are used only for specified courses	yes	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
	no	Count	2	1	3	6
		% within Type	11.1%	8.3%	100.0%	18.2%
	missing	Count	14	9		23
		% within Type	77.8%	75.0%		69.7%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

exit portfolio criteria are common for all courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
exit portfolio criteria are common for all courses	yes	Count	2	4	1	7
		% within Type	11.1%	33.3%	33.3%	21.2%
	no	Count	4	1	2	7
		% within Type	22.2%	8.3%	66.7%	21.2%
	missing	Count	12	7		19
		% within Type	66.7%	58.3%		57.6%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

exit portfolios used only for developmental courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
exit portfolios used only for developmental courses	yes	Count	1	1	1	3
		% within Type	5.6%	8.3%	33.3%	9.1%
	no	Count	4	2	2	8
		% within Type	22.2%	16.7%	66.7%	24.2%
	missing	Count	13	9		22
		% within Type	72.2%	75.0%		66.7%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

exit portfolios used only for specified courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
exit portfolios used only for specified courses	yes	Count	4	4	2	10
		% within Type	22.2%	33.3%	66.7%	30.3%
	no	Count	3	1	1	5
		% within Type	16.7%	8.3%	33.3%	15.2%
	missing	Count	11	7		18
		% within Type	61.1%	58.3%		54.5%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Exit portfolios are used for all comp courses * Type Crosstabulation

			Type			
			Community College	College	University	Total
Exit portfolios are used for all comp courses	yes	Count	3	4	1	8
		% within Type	16.7%	33.3%	33.3%	24.2%
	no	Count	2	1	2	5
		% within Type	11.1%	8.3%	66.7%	15.2%
	missing	Count	13	7		20
		% within Type	72.2%	58.3%		60.6%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

goals and objectives receive campus-wide input * Type Crosstabulation

			Type			
			Community College	College	University	Total
goals and objectives receive campus wide input	yes	Count	4	4	2	10
		% within Type	22.2%	33.3%	66.7%	30.3%
	no	Count	9	3	1	13
		% within Type	50.0%	25.0%	33.3%	39.4%
	missing	Count	5	5		10
		% within Type	27.8%	41.7%		30.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

goals and objectives agreed on only by comp instructors * Type Crosstabulation

			Type			
			Community College	College	University	Total
goals and objectives agreed on only by comp instructors	yes	Count	17	8	2	27
		% within Type	94.4%	66.7%	66.7%	81.8%
	no	Count		2	1	3
		% within Type		16.7%	33.3%	9.1%
	missing	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Percent of time Grammar is taught in all composition classrooms * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent of time Grammar is taught in all composition classrooms	0	Count	7	8	3	18
		% within Type	38.9%	66.7%	100.0%	54.5%
	1	Count		1		1
		% within Type		8.3%		3.0%
	10	Count	2			2
		% within Type	11.1%			6.1%
	15	Count		1		1
		% within Type		8.3%		3.0%
	20	Count	6	2		8
		% within Type	33.3%	16.7%		24.2%
	25	Count	1			1
		% within Type	5.6%			3.0%
	40	Count	1			1
		% within Type	5.6%			3.0%
	75	Count	1			1
		% within Type	5.6%			3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Percent of time Grammar is taught in all composition classrooms * Type Crosstabulation

			Type			
			Community College	College	University	Total
Percent of time Grammar is taught in all composition classrooms	0	Count	7	8	3	18
		% within Type	38.9%	66.7%	100.0%	54.5%
	1	Count		1		1
		% within Type		8.3%		3.0%
	10	Count	2			2
		% within Type	11.1%			6.1%
	15	Count		1		1
		% within Type		8.3%		3.0%
	20	Count	6	2		8
		% within Type	33.3%	16.7%		24.2%
	25	Count	1			1
		% within Type	5.6%			3.0%
	40	Count	1			1
		% within Type	5.6%			3.0%
	75	Count	1			1
		% within Type	5.6%			3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

grammar is taught in all developmental comp classrooms * Type Crosstabulation

			Type			
			Community College	College	University	Total
grammar is taught in all developmental comp classrooms	0	Count	5	8	3	16
		% within Type	27.8%	66.7%	100.0%	48.5%
	20	Count	5	2		7
		% within Type	27.8%	16.7%		21.2%
	25	Count	2			2
		% within Type	11.1%			6.1%
	30	Count	2			2
		% within Type	11.1%			6.1%
	35	Count	1			1
		% within Type	5.6%			3.0%
	40	Count	1			1
		% within Type	5.6%			3.0%
	50	Count		1		1
		% within Type		8.3%		3.0%
	60	Count		1		1
		% within Type		8.3%		3.0%
	75	Count	2			2
		% within Type	11.1%			6.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

my campus is currently involved or planning to get in involved in goal assessment procedures * Type Crosstabulation

			Type			
			Community College	College	University	Total
my campus is currently involved or planning to get in involved in goal assessment procedures	yes	Count	6	7		13
		% within Type	33.3%	58.3%		39.4%
	no	Count	2		2	4
		% within Type	11.1%		66.7%	12.1%
	missing	Count	10	5	1	16
		% within Type	55.6%	41.7%	33.3%	48.5%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing tutors are available * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing tutors are available	yes	Count	18	11	3	32
		% within Type	100.0%	91.7%	100.0%	97.0%
	missing	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing across the curriculum courses are assessed * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing across the curriculum courses are assessed	yes	Count	2	4	1	7
		% within Type	11.1%	33.3%	33.3%	21.2%
	no	Count	3	2	2	7
		% within Type	16.7%	16.7%	66.7%	21.2%
	missing	Count	13	6		19
		% within Type	72.2%	50.0%		57.6%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

a writing across the curriculum program exists * Type Crosstabulation

			Type			
			Community College	College	University	Total
a writing across the curriculum program exists	yes	Count	9	7	2	18
		% within Type	50.0%	58.3%	66.7%	54.5%
	no	Count	5	2	1	8
		% within Type	27.8%	16.7%	33.3%	24.2%
	missing	Count	4	3		7
		% within Type	22.2%	25.0%		21.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

two or more writing intensive courses are rrequired for graduation * Type Crosstabulation

			Type			
			Community College	College	University	Total
two or more writing intensive courses are rrequired for graduation	0	Count	15	5	1	21
		% within Type	83.3%	41.7%	33.3%	63.6%
	1	Count		1		1
		% within Type		8.3%		3.0%
	2	Count	3	6	2	11
		% within Type	16.7%	50.0%	66.7%	33.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

a word processing lab exists for class sessions * Type Crosstabulation

			Type			
			Community College	College	University	Total
a word processing lab exists for class sessions	0	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
	1	Count	16	10	3	29
		% within Type	88.9%	83.3%	100.0%	87.9%
	2	Count	1			1
		% within Type	5.6%			3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

the writing program is within the English department * Type Crosstabulation

			Type			
			Community College	College	University	Total
the writing program is within the English department	yes	Count	15	9	1	25
		% within Type	83.3%	75.0%	33.3%	75.8%
	no	Count	1		2	3
		% within Type	5.6%		66.7%	9.1%
	missing	Count	2	3		5
		% within Type	11.1%	25.0%		15.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing program under non-english jurisdiction * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing program under non-english jurisdiction	yes	Count	3	2	2	7
		% within Type	16.7%	16.7%	66.7%	21.2%
	no	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
	missing	Count	13	8	1	22
		% within Type	72.2%	66.7%	33.3%	66.7%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing program has a written set of goals and objectives * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing program has a written set of goals and objectives	yes	Count	10	7	2	19
		% within Type	55.6%	58.3%	66.7%	57.6%
	no	Count		1	1	2
		% within Type		8.3%	33.3%	6.1%
	missing	Count	8	4		12
		% within Type	44.4%	33.3%		36.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

a writing center exists * Type Crosstabulation

			Type			
			Community College	College	University	Total
a writing center exists	Yes	Count	16	10	3	29
		% within Type	88.9%	83.3%	100.0%	87.9%
	No	Count	1			1
		% within Type	5.6%			3.0%
	Missing	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

comp required for graduation * Type Crosstabulation

			Type			
			Community College	College	University	Total
comp required for graduation	yes	Count	18	9	3	30
		% within Type	100.0%	75.0%	100.0%	90.9%
	no	Count		2		2
		% within Type		16.7%		6.1%
	missing	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

developmental comp counts toward graduation * Type Crosstabulation

			Type			
			Community College	College	University	Total
developmental comp counts toward graduation	yes	Count	3	3	3	9
		% within Type	16.7%	25.0%	100.0%	27.3%
	no	Count	12	6		18
		% within Type	66.7%	50.0%		54.5%
	Missing	Count	3	3		6
		% within Type	16.7%	25.0%		18.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

8. What are your purposes for assessing student writing?

student writing assessed in college admission * Type Crosstabulation

			Type			
			Community College	College	University	Total
student writing assessed in college admission	yes	Count	4			4
		% within Type	22.2%			12.1%
	no	Count		3		3
		% within Type		25.0%		9.1%
	missing	Count	14	9	3	26
		% within Type	77.8%	75.0%	100.0%	78.8%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing assessment used in granting composition equivalency * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing assessment used in granting composition equivalency	yes	Count	2	2	1	5
		% within Type	11.1%	16.7%	33.3%	15.2%
	no	Count	2	4	1	7
		% within Type	11.1%	33.3%	33.3%	21.2%
	missing	Count	14	6	1	21
		% within Type	77.8%	50.0%	33.3%	63.6%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

writing assessment is used for exit from developmental and regualr composition courses. * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing assessment is used for exit from developmental and regualr composition courses.	yes	Count	11	6	1	18
		% within Type	61.1%	50.0%	33.3%	54.5%
	no	Count		2	1	3
		% within Type		16.7%	33.3%	9.1%
	missing	Count	7	4	1	12
		% within Type	38.9%	33.3%	33.3%	36.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

9. What kinds of measures do you use to place students in writing courses?

writing assessment used in comp placement * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing assessment used in comp placement	yes	Count	15	6	2	23
		% within Type	83.3%	50.0%	66.7%	69.7%
	no	Count		2		2
		% within Type		16.7%		6.1%
	missing	Count	3	4	1	8
		% within Type	16.7%	33.3%	33.3%	24.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Place students in writing courses with tests * Type Crosstabulation

			Type			
			Community College	College	University	Total
Place students in writing courses with tests	yes	Count	11	1	1	13
		% within Type	61.1%	8.3%	33.3%	39.4%
	no	Count		6	1	7
		% within Type		50.0%	33.3%	21.2%
	missing	Count	7	5	1	13
		% within Type	38.9%	41.7%	33.3%	39.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Students are placed in composition courses through writing samples * Type Crosstabulation

			Type			
			Community College	College	University	Total
Students are placed in composition courses through writing samples	yes	Count	14	6	2	22
		% within Type	77.8%	50.0%	66.7%	66.7%
	no	Count		3		3
		% within Type		25.0%		9.1%
	missing	Count	4	3	1	8
		% within Type	22.2%	25.0%	33.3%	24.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

10. Which students do you measure?

Kinds of students measured * Type Crosstabulation

			Type			
			Community College	College	University	Total
Kinds of students measured	All entering students	Count	9	3	1	13
		% within Type	50.0%	25.0%	33.3%	39.4%
	Graduating students	Count		1		1
		% within Type		8.3%		3.0%
	Freshmen only	Count	6	5		11
		% within Type	33.3%	41.7%		33.3%
	Selected groups	Count	2		1	3
		% within Type	11.1%		33.3%	9.1%
	Missing	Count	1	3	1	5
		% within Type	5.6%	25.0%	33.3%	15.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

11. What scoring approach is used in writing assessment on your campus?

Analytical scoring is used on this campus * Type Crosstabulation

			Type			
			Community College	College	University	Total
Analytical scoring is used on this campus	yes	Count	8	4	1	13
		% within Type	44.4%	33.3%	33.3%	39.4%
	no	Count	8	6	2	16
		% within Type	44.4%	50.0%	66.7%	48.5%
	missing	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

General impression holistic scoring is used on thsi campus * Type Crosstabulation

			Type			
			Community College	College	University	Total
General impression holistic scoring is used on thsi campus	yes	Count	13	6	2	21
		% within Type	72.2%	50.0%	66.7%	63.6%
	no	Count	3	4	1	8
		% within Type	16.7%	33.3%	33.3%	24.2%
	missing	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Primary trait scoring is used on this campus * Type Crosstabulation

			Type			
			Community College	College	University	Total
Primary trait scoring is used on this campus	yes	Count	6	2	1	9
		% within Type	33.3%	16.7%	33.3%	27.3%
	no	Count	10	8	2	20
		% within Type	55.6%	66.7%	66.7%	60.6%
	missing	Count	2	2		4
		% within Type	11.1%	16.7%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

12. Do you use different measures for placement and for equivalency?

No one supplied any information for this question.

13. How do students gain equivalency credit or composition waivers?

There is no exemption from composition * Type Crosstabulation

			Type			
			Community College	College	University	Total
There is no exemption from composition	yes	Count	4	2	2	8
		% within Type	22.2%	16.7%	66.7%	24.2%
	no	Count	14	10	1	25
		% within Type	77.8%	83.3%	33.3%	75.8%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Students can gain equivalency by placement tests * Type Crosstabulation

			Type			
			Community College	College	University	Total
Students can gain equivalency by placement tests	yes	Count	1	5		6
		% within Type	5.6%	41.7%		18.2%
	no	Count	17	5	3	25
		% within Type	94.4%	41.7%	100.0%	75.8%
	missing	Count		2		2
		% within Type		16.7%		6.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Students can gain equivalency by outside course work or standardized teat scores * Type Crosstabulation

			Type			
			Community College	College	University	Total
Students can gain equivalency by outside course work or standardized teat scores	yes	Count	11	7		18
		% within Type	61.1%	58.3%		54.5%
	no	Count	7	3	3	13
		% within Type	38.9%	25.0%	100.0%	39.4%
	missing	Count		2		2
		% within Type		16.7%		6.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Transferred courses provide Exemption * Type Crosstabulation

			Type			
			Community College	College	University	Total
Transferred courses provide Exemption	yes	Count	15	7	1	23
		% within Type	83.3%	58.3%	33.3%	69.7%
	no	Count	3	4	2	9
		% within Type	16.7%	33.3%	66.7%	27.3%
	missing	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

14. Who evaluates common exit exams, placement exams, or portfolios?

All composition faculty evaluate exit from composition * Type Crosstabulation

			Type			
			Community College	College	University	Total
All composition faculty evaluate exit from composition	yes	Count	9	4	1	14
		% within Type	50.0%	33.3%	33.3%	42.4%
	no	Count	6	7	1	14
		% within Type	33.3%	58.3%	33.3%	42.4%
	missing	Count	3	1	1	5
		% within Type	16.7%	8.3%	33.3%	15.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

15. Do you assess writing at upper-division entry level?

Assessment is done at upperdivision entry level * Type Crosstabulation

			Type			
			Community College	College	University	Total
Assessment is done at upperdivision entry level	yes	Count		1		1
		% within Type		8.3%		3.0%
	no	Count	15	10	3	28
		% within Type	83.3%	83.3%	100.0%	84.8%
	missing	Count	3	1		4
		% within Type	16.7%	8.3%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

16. Do you assess at upper division exit level?

writing is assessed at upperdivision levels * Type Crosstabulation

			Type			
			Community College	College	University	Total
writing is assessed at upperdivision levels	yes	Count	1	2		3
		% within Type	5.6%	16.7%		9.1%
	no	Count	14	9	3	26
		% within Type	77.8%	75.0%	100.0%	78.8%
	missing	Count	3	1		4
		% within Type	16.7%	8.3%		12.1%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

17. What purposes do these assessments serve?

Student writing assessments used for program evaluation. * Type Crosstabulation

			Type			
			Community College	College	University	Total
Student writing assessments used for program evaluation.	yes	Count	4	5		9
		% within Type	22.2%	41.7%		27.3%
	no	Count	1	4	1	6
		% within Type	5.6%	33.3%	33.3%	18.2%
	missing	Count	13	3	2	18
		% within Type	72.2%	25.0%	66.7%	54.5%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

18. What is done with the results?

use results for curriculum revision * Type Crosstabulation

			Type			
			Community College	College	University	Total
use results for curriculum revision	yes	Count	3	3		6
		% within Type	16.7%	25.0%		18.2%
	no	Count	1	2	1	4
		% within Type	5.6%	16.7%	33.3%	12.1%
	missing	Count	14	7	2	23
		% within Type	77.8%	58.3%	66.7%	69.7%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

19. Is there congruence between your program goals and your assessment measures?

There is congruence between program goals and assessment * Type Crosstabulation

			Type			
			Community College	College	University	Total
There is congruence between program goals and assessment	yes	Count	11	8	2	21
		% within Type	61.1%	66.7%	66.7%	63.6%
	no	Count	3	1		4
		% within Type	16.7%	8.3%		12.1%
	missing	Count	4	3	1	8
		% within Type	22.2%	25.0%	33.3%	24.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

20. Are your program goals specific?

Program Goals * Type Crosstabulation

			Type			
			Community College	College	University	Total
Program Goals	Specific	Count	11	6	1	18
		% within Type	61.1%	50.0%	33.3%	54.5%
	General	Count	3	2		5
		% within Type	16.7%	16.7%		15.2%
	missing	Count	4	4	2	10
		% within Type	22.2%	33.3%	66.7%	30.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

21. Which of these pre- and post-measures do you use?

Pre and Post Measures Used * Type Crosstabulation

			Type			
			Community College	College	University	Total
Pre and Post Measures Used	None	Count	3	2		5
		% within Type	16.7%	16.7%		15.2%
	Writing Sample	Count	4	4	1	9
		% within Type	22.2%	33.3%	33.3%	27.3%
	Portfolios	Count	1	3		4
		% within Type	5.6%	25.0%		12.1%
	Combination	Count	4			4
		% within Type	22.2%			12.1%
	Other	Count	1			1
		% within Type	5.6%			3.0%
	Missing	Count	5	3	2	10
		% within Type	27.8%	25.0%	66.7%	30.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

22. For what purpose do you use portfolio assessment?

use portfolios for program evaluation in composition program * Type Crosstabulation

			Type			
			Community College	College	University	Total
use portfolios for program evaluation in composition program	yes	Count	1	5		6
		% within Type	5.6%	41.7%		18.2%
	no	Count	2			2
		% within Type	11.1%			6.1%
	missing	Count	15	7	3	25
		% within Type	83.3%	58.3%	100.0%	75.8%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

use portfolios for exemption from composition * Type Crosstabulation

			Type			
			Community College	College	University	Total
use portfolios for exemption from composition	yes	Count		3	1	4
		% within Type		25.0%	33.3%	12.1%
	no	Count	18	8	2	28
		% within Type	100.0%	66.7%	66.7%	84.8%
	missing	Count		1		1
		% within Type		8.3%		3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

use portfolios for field-specific proficiency for graduation * Type Crosstabulation

			Type			
			Community College	College	University	Total
use portfolios for field-specific proficiency for graduation	yes	Count	3	4	1	8
		% within Type	17.6%	33.3%	33.3%	25.0%
	no	Count	10	7		17
		% within Type	58.8%	58.3%		53.1%
	missing	Count	4	1	2	7
		% within Type	23.5%	8.3%	66.7%	21.9%
Total		Count	17	12	3	32
		% within Type	100.0%	100.0%	100.0%	100.0%

use portfolios for wac program evaluation * Type Crosstabulation

			Type			
			Community College	College	University	Total
use portfolios for wac program evaluation	yes	Count		1		1
		% within Type		8.3%		3.0%
	no	Count	12	9	1	22
		% within Type	66.7%	75.0%	33.3%	66.7%
	missing	Count	6	2	2	10
		% within Type	33.3%	16.7%	66.7%	30.3%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

Writing requirement field- specified * Type Crosstabulation

			Type			
			Community College	College	University	Total
Writing requirement field-specified	yes	Count	16	11	3	30
		% within Type	88.9%	91.7%	100.0%	90.9%
	no	Count	1	1		2
		% within Type	5.6%	8.3%		6.1%
	missing	Count	1			1
		% within Type	5.6%			3.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

23. Describe your portfolio requirements:

portfolio requirements specified * Type Crosstabulation

			Type			
			Community College	College	University	Total
portfolio requirements specified	yes	Count	4	7	1	12
		% within Type	22.2%	58.3%	33.3%	36.4%
	no	Count	6	2	1	9
		% within Type	33.3%	16.7%	33.3%	27.3%
	missing	Count	8	3	1	12
		% within Type	44.4%	25.0%	33.3%	36.4%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

24. What is the writing requirement on your campus?

Number of semesters of writing required * Type Crosstabulation

			Type			
			Community College	College	University	Total
Number of semesters of writing required	2 freshman comp	Count	12	2	1	15
		% within Type	66.7%	16.7%	33.3%	45.5%
	upper level	Count		2	1	3
		% within Type		16.7%	33.3%	9.1%
	2 fr + 2 WAC	Count	1	3		4
		% within Type	5.6%	25.0%		12.1%
	1 freshman comp	Count	4		1	5
		% within Type	22.2%		33.3%	15.2%
	1 fres + 1 WAC	Count	1	5		6
		% within Type	5.6%	41.7%		18.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

25. What are the names of your writing courses?

names of writing courses given * Type Crosstabulation

			Type			
			Community College	College	University	Total
names of writing courses given	yes	Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

26. Would you like to participate in a state-wide e-mail discussion list focusing on the issues covered in this questionnaire?

will participate in E-mail state list * Type Crosstabulation

			Type			
			Community College	College	University	Total
will participate in E-mail state list	yes	Count	13	9	3	25
		% within Type	72.2%	75.0%	100.0%	75.8%
	no	Count	5	3		8
		% within Type	27.8%	25.0%		24.2%
Total		Count	18	12	3	33
		% within Type	100.0%	100.0%	100.0%	100.0%

27. Will you supply your name or that of a willing contact person on your campus?

For respondents list see Appendix "D"

APPENDIX D

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